

Implicit Bias Training for Title IX Staff



Tanisha Barker
Prevention Specialist
USU Office of Equity
prevention@usu.edu
435-797-1266

Updated July 6, 2023

Group Expectations

Be
respectful

Participate

Take care
of yourself



Today's Topics

- Implicit bias basics
- Working on your implicit biases
- Recognizing implicit biases

Poll Everywhere Question

- How did you form your ideas about what sexual misconduct looks like, who experiences it, and who engages in it?



Implicit Bias Basics

Section objective: Understand where implicit bias comes from and why our brains rely on bias



What are Implicit/Unconscious Biases?

- Having attitudes towards people or associating stereotypes with them without our conscious knowledge
- Formed through:
 - Personal experience
 - Background
 - Cultural environment
 - Media

Types of Biases

Judging or treating others based on inaccurate and simplistic stereotypes

Perception Bias



Overly relying and making decisions on the first piece of information we receive

Anchoring Bias



Remembering and noticing things that support our existing beliefs

Confirmation Bias



Favoring those who we think are like us; disliking those who aren't like us

In-Group Bias

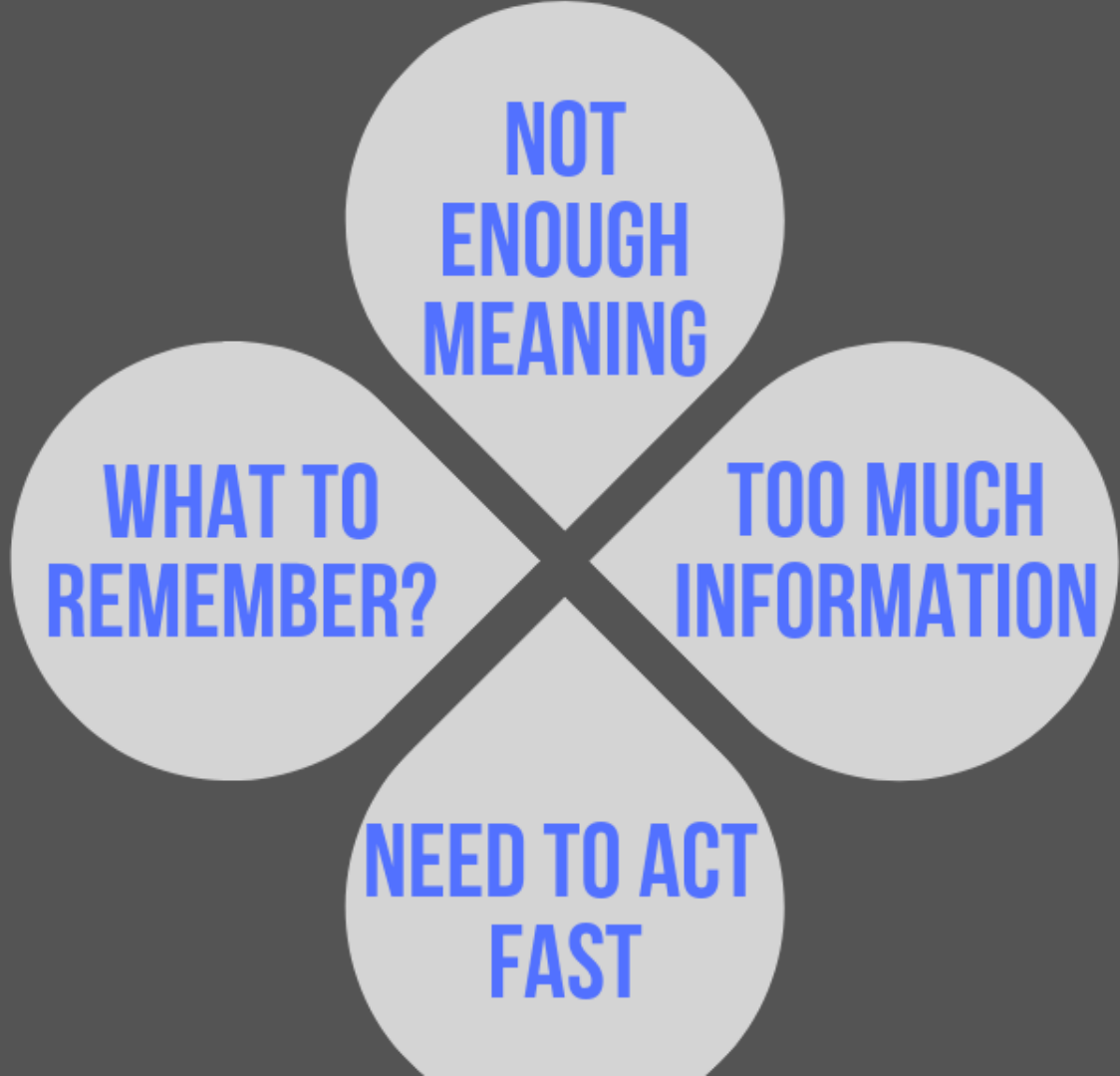


Poll Everywhere Question

- What are some examples of how these biases might show up in the Title IX processes (Perception, Anchoring, Confirmation, In-Group)?

WHY WE RELY ON

Implicit Biases



Acting on Our Values Instead of Our Biases

- We all have biases that impact our perceptions and actions
- Sometimes our biases cause us to act in ways that contradict our stated values
- How could biases impact our perceptions of and actions toward parties during Title IX processes?

Value

A value is a way of being or believing that we hold most important. Living into our values means that we do more than profess our values, we practice them. We walk our talk—we are clear about what we believe and hold important, and we take care that our intentions, words, thoughts, and behaviors align with those beliefs.

Brené Brown



Working on Your Implicit Biases

Section objective: Learn strategies and tips for how to
work on our implicit biases

Poll Everywhere Question

- Considering the science of why your brain relies on implicit bias, what are some strategies you can implement to ensure you're not acting on bias?

Bias Disrupters



Objectivity



Transparency



Representation



Accountability

Bias Disrupters for Title IX

Objectivity

- How did I come to this conclusion? Can I connect the information to definitions, procedures, something someone said, etc.? What assumptions am I making?
- Are there objective templates, checklists, etc. I can use or create to ensure neutrality?
- What objective data can I track to notice biases that may be part of the systems we use? For example, who reports and who is reported?

Transparency

- How can I be more transparent with parties about our grievance processes (including possible outcomes)?
- How can I be more transparent with the university community about Title IX, our goals and values, and how we need to improve?

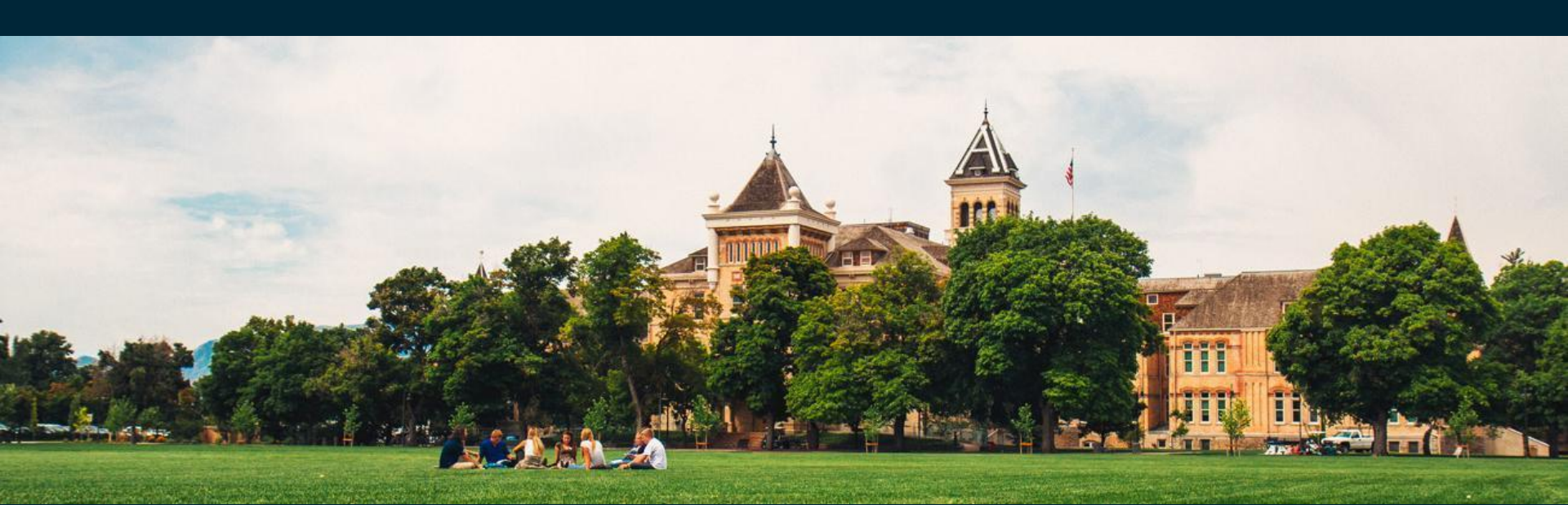
Questions for Title IX

Representation

- Whose perspectives shaped our policies and procedures? Whose voices were left out? How can I increase representation and seek different perspectives in decision making?
- Who are the people in my network? How do they challenge or solidify my implicit biases?

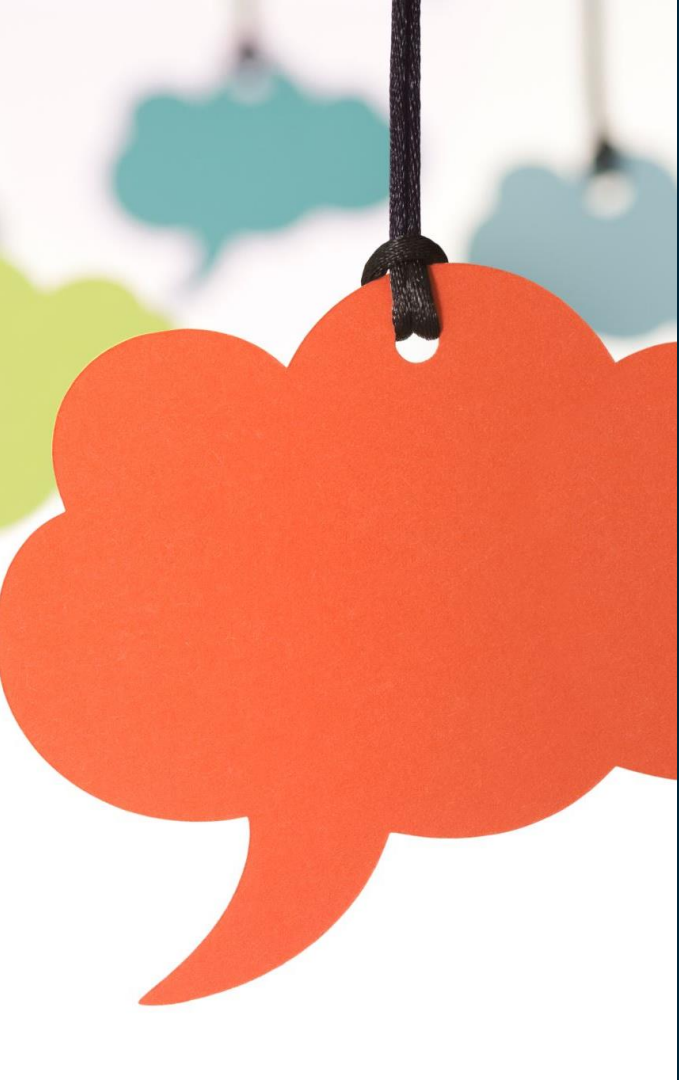
Accountability

- What am I doing to actively learn and challenge my biases, including seeking feedback?
- Why do I think this? What biases might be impacting my beliefs? Would I interact with this person differently if they looked or acted differently? Why?
- How am I holding others accountable for their biases? How am I addressing biases built into the system? What procedures can we develop to hold each other accountable for addressing biases?



Recognizing Implicit Biases

Objective: Practice recognizing implicit biases



Self-Reflection: Recognize

- For each of the following images, write down 2 – 3 assumptions you would have about the individual pictured if they were to interact with you, including what role you assume they have in interacting with your office

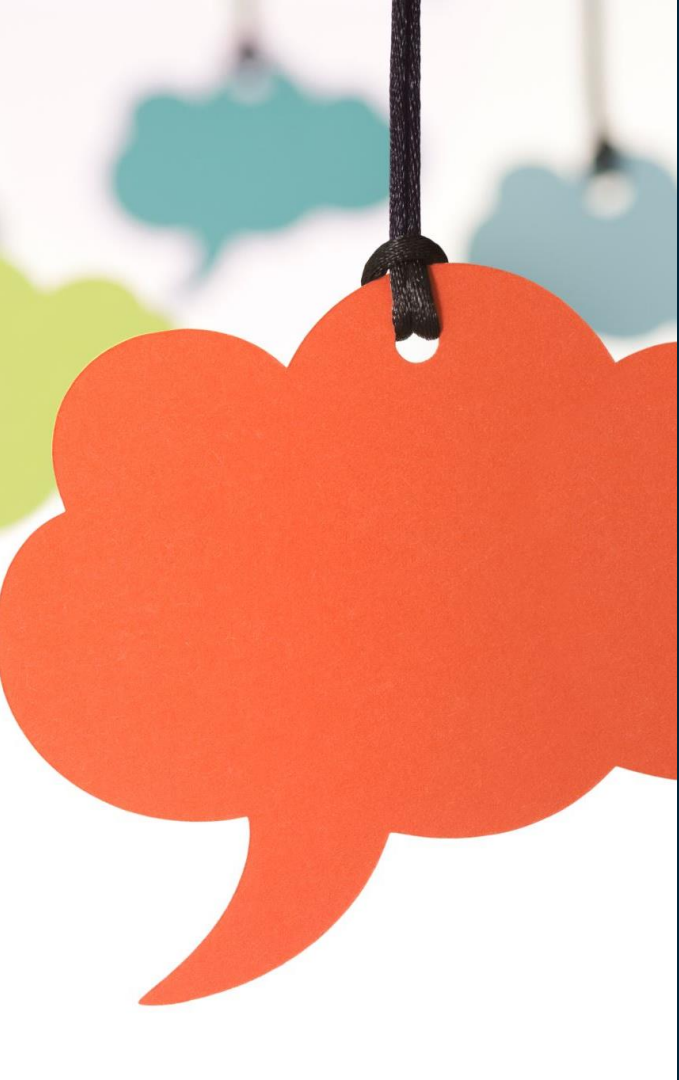












Self-Reflection Follow Up: Recognize

- What identity characteristics seemed to affect your assumptions the most?
- [Harvard Implicit Bias Test](#)

Group Discussion: Recognize

- Each group will be assigned a profile
- Discuss the following with your group:
 1. What biases might impact your perceptions of the individual?
 2. How could those biases impact your interactions with the individual?

Moving Forward

- What is 1 thing you will do in the next 1-4 weeks to address your biases?
- What is 1 thing you will do in the next 4-6 months to address your biases?



A close-up photograph of a white puzzle with one red piece in the center. The red piece has the word "ANSWER" written on it in white, bold, sans-serif capital letters. Above the red piece, a white piece has the word "QUESTION" written on it in red, bold, sans-serif capital letters. The puzzle pieces are interlocking, and the lighting creates soft shadows, giving the scene a three-dimensional appearance.

QUESTION

ANSWER